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High-School-College  
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THE NEW YORK

# LATIN LEAFLET

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## TRUSTEES OF THE SCHOLARSHIP FUND

ARTHUR S SOMERS, Ex-Commissioner of Education  
NICHOLAS MURRAY BUTLER, College Entrance Examination Board  
FREDERICK D MOLLENHAUER, Mollenhauer Sugar Refinery

## Seventh Meeting of The Latin Club

The seventh regular meeting of The New York Latin Club is called for Saturday, November 22, at 12 M, in the Hotel Albert, corner of University Place and Eleventh street, New York. Professor M H Morgan, of Harvard University, will address the club. All persons who are interested, whether teachers of Latin or not, are cordially invited to be present. The plan is to serve luncheon (50 cents a plate for everybody) at 12 M, promptly, so that there shall be no delay. The address will follow the luncheon, and adjournment will occur about 2 P M, *thus leaving the afternoon still unbroken for those who attend.* Please send a postal card at once to the Sec'y, Mr A L Hodges, 301 W 101 st, N Y, if you intend to be present, so that we may inform Mr Frenkel, the proprietor of the hotel, how many to expect. *Please attend to this at once.*

The above is the only sort of invitation that is issued.

Out-of-town teachers may find it convenient to be in the city on the day announced.

Information as to the conditions of membership in The Latin Club can be had at this meeting, or by referring to Nos 3 and 10 of THE LATIN LEAFLET, or by addressing the Secretary.

H F TOWLE, *President*  
A L HODGES, *Secretary*

## Ancient History in Secondary Schools

### IN TWO PARTS—PART II

Before I turn to the Roman side I desire to urge several general considerations. The High School instructor in Ancient History has an exceptional opportunity to deliver a great stroke for noble culture.

To your interest, and enthusiastic sympathy, few branches of instruction are so rife and pregnant with splendid opportunities for kindling and holding these as ancient history: *ψυχῇ δε βίαιον οὐδὲν ἐμμονον μάθημα*—no study that is forced has a lasting abode in the soul—says Plato (Rep 536 E).

Of course the personality, the temperamen-

tal and didactic character of the instructor is a great factor among the three. And I think the courses should be conceived as those finding their end and aim in themselves, with little, if any, regard for college-entrance requirements. Still the pupil should, if possible, take leave of this study with a well ingrained hold on some two score chronological data or dates, ready to his own consciousness at will. Many will conceive a taste, out of these impressions, for historical reading which like no other entertains while it widens knowledge and sympathies and enables one to understand the political *now* in the affairs of men.

Roman history, as it seems to me, is distinctly harder and a graver didactic problem than Greek. The strong utilitarian bias of the Latin farmers who laid the foundations of the civil law not less than of the political administration, developed few mythological tales. Even these few were an artificial grafting (like the Olympian duodecimal system itself) in great measure initiated and cultivated by the vain *Græculi* of the political decadence of the Hellenic world: like the Arcadian Euander on the Palatine and Æneas. To Horace and Cicero the habitations of the great Greek names of the past were in no wise less classical spots than they are to us. There is in Roman history, it is true, a strongly defined strain of *unity* and cohesion, lacking in the Greek: The advancement of Rome from Latin hegemony to Italian control and so to the imperial domination of the Mediterranean world. Up to the era of the Gracchi, however, of Marius and Sulla<sup>1</sup> personality *per se* is a smaller fac-

<sup>1</sup>Sylla has come into English out of Plutarch's transliteration of Σύλλας and has no other justification.